

Set-Aside Requirements for Title I Priority Schools
<i>All Set-Aside Requirements must be approved by the LEAs Office of Field Services Representative through the Consolidated Application Process</i>
District Title I Obligation (20% of the LEA Title I Allocation)
REQUIRED: Transportation for students taking advantage of Public School Choice
After Public School Choice option is met, a District may choose from the options below:
Option 1: Support Increased Learning Time (required in Transformation and Turnaround Reform/Redesign models)
Option 2: Implement or strengthen a multi-tiered system of supports that includes scaffolded instruction for ELL and SWD students if the professional dialogue has identified this as a primary turnaround strategy for lifting whole-school performance.
Option 3: Professional learning for the staff aligned to the building's needs assessment paying particular attention to the needs of SWD and ELL students as appropriate.
Option 4: Obtain a process improvement consultation for district system-level redesign in service of rapid school turnaround
Option 5: Release time for a teacher-leader from the Priority School for one year to provide technical assistance to school and district stakeholders to understand the school's reform-redesign requirements, and to incorporate elements of the Priority School's reform-redesign requirements into the school and district improvement plans during the planning year. Hire a full-year replacement teacher for the released teacher-leader's classroom.
Option 6: Administer interim baseline assessments which will supplement the district's universal screening assessment with additional diagnostic data and progress monitoring of student achievement.
Building Level 10% Obligation will be used for any of the following purposes aligned with the building's needs
Option 1: Professional learning on implementation of strategies aligned to the data-derived School Improvement/Reform-Redesign Plan, including adoption of rapid turnaround practices.
Option 2: Contract with a local ISD/ESA for a School Improvement Review, which will give the school an external perspective on the processes that best support student achievement
Option 3: Provide daily/weekly time for teacher collaboration
Option 4: Culture/climate interventions, use of time analysis, or culturally responsive teaching interventions as needed